



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3802 North 91st Avenue, Phoenix, AZ 85037

Pendergast Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Michael T. Woolsey
Schedule : 07:00 AM to 04:30 PM
Grades : K-8
Web Address : www.pendergast.k12.az.us/Schools/pendergast.html
Phone Number : (623) 772-2400
Fax Number : (623) 877-9591
E-mail : mwoolsey@pesd92.org

Mission

We are a strong community of parents, students and teachers who are highly committed to ensuring that all students are proficient readers, writers and thinkers. Children are encouraged to be responsible decision makers and lifelong learners through involvement in their school and community and preparing for tomorrow by being involved with today. We focus on educating the whole child. We are united with parents in ensuring that all children read at grade level.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All Pendergast students will be able to read at or above grade level by the end of third grade. Emphasis is placed on students becoming fluent readers. The focus is on learning to read in order to read to learn. Tutoring is in place 1-8 to assist.
- ü Our Goal is to communicate Arizona State Standards to the Pendergast School Community (parents, students and staff) and to have all students be able to understand and meet or exceed these standards.
- ü Through best instructional practices, reflective assessment and an engaging curriculum, all students will exceed one year's growth thus assuring quality student achievement. This focus assures children have a well rounded experience.
- ü We are believers and followers in the Kids at Hope program/philosophy in which Every child is capable of success. No exceptions! We will use Girls and Boys town social skill training to help every student achieve success.

Enrollment

October 1, 2005 School Year Student Enrollment : 891
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 86

Pendergast Elementary School

Instructional Programs

- ü After School Enrichment/Tutoring 4-8
- ü Departmental 7-8 Grade
- ü Gifted/Enrichment Program
- ü Pendergast Cares / Character Counts
- ü MacRo Math Club by Rodel Grades 2-4
- ü Jr. Great Books Program 6-8 Grades
- ü Reading First School K-3

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/7/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We assist students in becoming proficient readers, writers and thinkers. We strive to communicate efficiently and effectively with parents and students; provide a safe learning environment; and provide parents with instructional and curriculum information as well as strategies to assist them in supporting their child at home. We invite families to participate regularly in activities on the school campus and encourage dialogue between home and school.

Parents

Parents work with teachers to generate student success. They are involved in their child's academic/social/emotional progress. They are aware, knowledgeable and support Pendergast Cares and Character Counts in building citizens of the future. They support homework and reading at home and connect with the school whenever possible for many different opportunities. Parents are invited to participate in classrooms as often as they are available. They are always welcome at Pendergast.

Transportation Policy

Busing is provided for students who reside within a school attendance area more than a mile from the school. It is provided for students with disabilities as indicated in their IEP. All students have this privilege, however, if the use is abused, students may be removed from the bus for the safety of others.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Art chosen as cover for state level assessment booklets	2006
ü 36-7th grade student s had poetry published	2006
ü AZCOTT Teacher Team	2004
ü 21st Century Grant	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	1169	80010	99	99	99	426	437	447	20	14	10	27	21	18	44	54	53	8	11	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	586	38935	100	100	99	431	437	447	13	14	9	24	20	19	58	57	55	5	10	17
Male	50	583	40974	98	99	98	423	437	448	26	14	11	30	23	18	34	51	52	10	12	19
African American	NC	105	4201	NC	100	99	NC	423	430	NC	20	17	NC	23	23	NC	53	51	NC	4	9
Hispanic	72	735	34545	99	99	99	423	430	432	24	16	14	28	24	24	42	52	53	7	7	9
Asian/Pacific Islander	NC	24	2068	NC	100	99	NC	457	474	NC	4	4	NC	17	10	NC	50	50	NC	29	36
American Indian/Alaskan Native	--	15	3979	--	100	96	--	440	424	--	7	17	--	13	30	--	73	47	--	7	6
White	NC	290	35142	NC	99	99	NC	457	465	NC	7	5	NC	14	11	NC	57	56	NC	21	28
Students with Disabilities	13	141	10161	100	96	93	385	396	419	62	48	28	31	31	28	8	19	36	NA	2	8
Students without Disabilities	75	1028	69849	99	100	100	433	442	451	13	9	7	27	20	17	51	58	56	9	12	19
Limited English Proficient Students	23	210	14013	96	98	97	393	402	413	48	37	24	35	33	34	17	30	39	NA	0	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	74	652	39029	100	99	98	427	428	432	20	16	14	26	26	25	47	51	52	7	6	9
Non-Economically Disadvantaged	14	517	40981	93	100	100	424	448	462	21	11	6	36	16	13	29	56	54	14	16	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	1163	79438	99	99	98	428	442	451	18	12	9	34	27	24	42	54	56	6	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	584	38775	100	99	99	428	448	457	13	9	7	39	25	22	45	58	58	3	8	13
Male	50	579	40560	98	98	97	429	436	446	22	15	12	30	29	25	40	50	54	8	6	9
African American	NC	105	4178	NC	100	98	NC	435	439	NC	13	13	NC	32	29	NC	51	52	NC	3	6
Hispanic	72	731	34297	99	99	98	424	434	434	21	14	14	36	31	31	38	50	50	6	5	5
Asian/Pacific Islander	NC	24	2063	NC	100	99	NC	460	475	NC	8	3	NC	13	15	NC	67	63	NC	13	20
American Indian/Alaskan Native	--	15	3940	--	100	95	--	456	429	--	7	14	--	13	36	--	80	47	--	NA	3
White	NC	288	34887	NC	98	98	NC	463	471	NC	6	4	NC	19	15	NC	61	63	NC	14	18
Students with Disabilities	13	135	9588	100	92	88	378	389	416	69	49	30	23	30	32	8	21	34	NA	NA	5
Students without Disabilities	75	1028	69850	99	100	100	437	449	456	9	7	7	36	27	23	48	58	59	7	8	12
Limited English Proficient Students	23	207	13856	96	96	96	388	397	407	43	34	27	43	43	43	13	22	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	74	647	38685	100	98	97	429	434	435	20	14	14	31	30	32	45	52	50	4	4	5
Non-Economically Disadvantaged	14	516	40753	93	99	99	427	453	467	7	9	5	50	23	16	29	56	62	14	11	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	1169	79971	99	99	99	408	413	423	8	9	8	57	48	41	34	41	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	587	38974	100	100	99	421	427	437	3	6	5	58	40	33	39	51	57	NA	3	4
Male	50	582	40895	98	98	98	399	399	410	12	12	10	56	55	47	30	32	41	2	1	2
African American	NC	105	4203	NC	100	99	NC	409	411	NC	8	11	NC	50	45	NC	40	43	NC	2	2
Hispanic	72	733	34481	99	99	99	403	409	410	10	10	10	58	49	46	32	39	43	NA	2	1
Asian/Pacific Islander	NC	24	2067	NC	100	99	NC	422	449	NC	8	4	NC	38	28	NC	54	60	NC	NA	8
American Indian/Alaskan Native	--	15	3995	--	100	96	--	412	409	--	13	10	--	40	47	--	47	42	--	NA	1
White	NC	292	35150	NC	100	99	NC	423	437	NC	7	5	NC	43	35	NC	47	56	NC	3	5
Students with Disabilities	13	142	10258	100	97	94	372	338	377	23	37	23	69	49	51	8	14	25	NA	NA	1
Students without Disabilities	75	1027	69713	99	100	100	415	423	429	5	5	5	55	47	39	39	45	52	1	2	3
Limited English Proficient Students	23	210	13985	96	98	97	370	365	382	22	23	18	70	62	54	9	15	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	74	650	38994	100	98	98	406	406	409	9	10	10	57	51	47	32	38	41	1	0	1
Non-Economically Disadvantaged	14	519	40977	93	100	100	418	422	437	NA	8	5	57	43	34	43	45	56	NA	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1182	80147	100	99	99	466	473	482	18	12	11	25	21	17	41	50	49	15	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	602	39281	100	100	99	473	477	483	15	9	9	19	21	17	51	52	50	15	19	24
Male	45	580	40780	100	99	98	459	470	482	22	14	12	31	21	17	31	49	48	16	16	24
African American	NC	101	4249	NC	99	99	NC	456	464	NC	18	17	NC	24	22	NC	50	48	NC	8	13
Hispanic	78	734	33494	100	100	99	467	469	466	17	13	15	26	23	23	42	49	49	15	15	14
Asian/Pacific Islander	--	23	2103	--	100	99	--	492	515	--	NA	4	--	26	8	--	35	44	--	39	45
American Indian/Alaskan Native	--	18	4117	--	100	96	--	453	456	--	11	19	--	33	27	--	50	46	--	6	8
White	NC	306	36122	NC	99	99	NC	490	501	NC	7	5	NC	13	10	NC	54	50	NC	25	35
Students with Disabilities	NC	148	10295	NC	99	92	NC	433	443	NC	36	33	NC	29	26	NC	30	33	NC	5	8
Students without Disabilities	85	1034	69852	100	100	100	472	479	488	14	8	7	25	19	16	45	53	51	16	19	26
Limited English Proficient Students	18	187	12722	100	98	97	438	436	441	22	26	27	44	42	33	28	30	37	6	2	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	75	666	38371	100	99	97	465	466	465	19	13	15	24	24	23	43	48	49	15	14	13
Non-Economically Disadvantaged	17	516	41776	100	100	100	472	483	498	18	9	6	29	16	11	35	53	49	18	22	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1176	79686	100	99	98	446	461	470	23	13	11	30	28	24	43	55	57	3	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	602	39163	100	100	99	456	469	475	17	8	9	28	27	22	51	59	60	4	5	10
Male	45	574	40438	100	98	97	435	451	465	29	17	13	33	30	25	36	50	54	2	3	7
African American	NC	101	4228	NC	99	98	NC	447	458	NC	18	15	NC	32	28	NC	50	53	NC	NA	4
Hispanic	78	727	33299	100	99	98	446	455	452	22	14	17	31	31	32	45	52	47	3	2	3
Asian/Pacific Islander	--	23	2097	--	100	99	--	475	490	--	4	5	--	17	13	--	70	68	--	9	14
American Indian/Alaskan Native	--	18	4087	--	100	96	--	444	446	--	17	16	--	28	38	--	56	44	--	NA	2
White	NC	307	35914	NC	100	98	NC	479	489	NC	8	5	NC	21	15	NC	61	67	NC	11	14
Students with Disabilities	NC	141	9808	NC	94	87	NC	425	432	NC	35	35	NC	33	32	NC	30	30	NC	1	3
Students without Disabilities	85	1035	69878	100	100	100	450	465	475	19	9	8	31	28	23	47	58	61	4	5	9
Limited English Proficient Students	18	183	12594	100	96	96	424	418	422	22	31	34	67	55	45	11	14	21	NA	1	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	75	662	38095	100	99	97	443	452	452	24	16	17	29	33	32	45	49	48	1	2	3
Non-Economically Disadvantaged	17	514	41591	100	99	99	456	473	486	18	8	6	35	22	16	35	62	65	12	7	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1186	80372	100	100	99	462	469	475	4	4	4	45	38	30	50	57	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	603	39452	100	100	99	481	485	488	2	1	3	28	26	22	68	70	72	2	2	3
Male	45	583	40836	100	100	98	442	452	464	7	6	6	62	50	37	31	44	56	NA	0	1
African American	NC	102	4264	NC	100	99	NC	461	465	NC	4	5	NC	38	35	NC	57	59	NC	1	1
Hispanic	78	736	33608	100	100	99	461	463	462	4	5	6	46	41	36	49	53	57	1	1	1
Asian/Pacific Islander	--	23	2098	--	100	99	--	490	500	--	NA	2	--	26	16	--	70	75	--	4	7
American Indian/Alaskan Native	--	18	4128	--	100	97	--	454	464	--	6	4	--	44	39	--	50	56	--	NA	1
White	NC	307	36213	NC	100	99	NC	484	489	NC	1	2	NC	31	22	NC	67	72	NC	2	3
Students with Disabilities	NC	153	10526	NC	100	94	NC	421	427	NC	16	15	NC	59	53	NC	25	31	NC	NA	1
Students without Disabilities	85	1033	69846	100	100	100	469	475	482	2	2	3	42	35	26	54	62	69	1	1	2
Limited English Proficient Students	18	190	12747	100	99	97	444	424	432	6	13	12	61	63	52	33	24	36	NA	NA	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	75	669	38521	100	100	98	464	462	461	4	4	6	43	44	38	52	51	55	1	0	1
Non-Economically Disadvantaged	17	517	41851	100	100	100	455	478	489	6	3	3	53	30	22	41	65	72	NA	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	1193	79306	100	99	99	477	495	504	23	15	13	29	23	20	43	49	49	5	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	588	38845	100	99	99	477	495	505	23	14	11	28	23	20	43	51	50	6	12	18
Male	44	605	40383	98	99	98	478	495	504	23	16	14	30	23	19	43	48	47	5	14	19
African American	NC	98	4171	NC	98	98	NC	476	485	NC	27	20	NC	28	26	NC	38	44	NC	8	10
Hispanic	78	761	32673	100	99	99	477	490	487	24	16	18	28	25	25	42	49	46	5	10	10
Asian/Pacific Islander	NC	22	2147	NC	100	99	NC	537	539	NC	5	5	NC	NA	10	NC	64	46	NC	32	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	485	479	NC	17	22	NC	13	29	NC	65	43	NC	4	7
White	NC	289	36234	NC	99	99	NC	513	523	NC	8	6	NC	19	13	NC	52	52	NC	22	28
Students with Disabilities	NC	138	10286	NC	95	91	NC	449	462	NC	52	41	NC	23	27	NC	22	27	NC	3	5
Students without Disabilities	88	1055	69020	100	100	100	483	501	510	16	10	9	32	23	18	47	53	52	6	14	21
Limited English Proficient Students	20	150	10291	100	97	96	447	451	458	50	43	38	30	36	34	20	21	26	NA	NA	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	72	656	37437	100	99	97	471	488	486	25	17	19	32	26	26	40	47	46	3	10	9
Non-Economically Disadvantaged	25	537	41869	100	99	100	496	504	521	16	12	7	20	19	14	52	52	51	12	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	1190	79000	100	99	98	463	480	489	23	12	10	33	29	24	40	55	58	4	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	590	38774	100	100	99	470	483	494	15	9	7	38	28	22	42	58	61	6	5	10
Male	44	600	40150	98	98	98	455	476	485	32	14	12	27	30	25	39	51	55	2	5	8
African American	NC	97	4153	NC	97	98	NC	465	476	NC	19	13	NC	35	30	NC	45	53	NC	1	4
Hispanic	78	760	32508	100	99	98	464	474	472	21	14	15	33	32	33	42	50	49	4	4	3
Asian/Pacific Islander	NC	22	2142	NC	100	99	NC	507	510	NC	5	4	NC	5	14	NC	77	67	NC	14	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	477	467	NC	4	14	NC	39	37	NC	57	46	NC	NA	2
White	NC	288	36135	NC	99	98	NC	498	508	NC	4	4	NC	19	14	NC	68	67	NC	9	15
Students with Disabilities	NC	135	9991	NC	92	88	NC	439	449	NC	44	33	NC	35	36	NC	19	29	NC	2	2
Students without Disabilities	88	1055	69009	100	100	100	468	484	495	17	7	6	34	28	22	44	59	62	5	5	10
Limited English Proficient Students	20	152	10199	100	99	95	427	433	439	60	43	35	20	43	47	20	14	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	72	651	37234	100	98	97	457	472	472	28	14	15	33	33	33	35	49	50	4	4	3
Non-Economically Disadvantaged	25	539	41766	100	99	99	480	488	505	8	8	5	32	24	16	56	61	65	4	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	1202	79611	99	100	99	472	483	496	14	8	7	36	47	37	50	44	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	592	39016	100	100	99	487	498	511	10	5	4	38	39	29	52	55	66	NA	0	1
Male	44	610	40519	98	100	98	454	468	482	18	12	10	34	55	44	48	33	46	NA	0	0
African American	NC	99	4188	NC	99	98	NC	470	486	NC	12	9	NC	52	40	NC	35	50	NC	1	0
Hispanic	77	767	32855	99	100	99	470	480	481	13	9	10	39	48	43	48	43	47	NA	NA	0
Asian/Pacific Islander	NC	22	2149	NC	100	100	NC	510	519	NC	NA	4	NC	36	24	NC	64	70	NC	NA	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	481	478	NC	4	10	NC	65	46	NC	30	44	NC	NA	0
White	NC	290	36380	NC	99	99	NC	492	511	NC	7	4	NC	43	30	NC	50	65	NC	0	1
Students with Disabilities	NC	148	10664	NC	100	94	NC	426	440	NC	28	23	NC	55	54	NC	16	22	NC	1	1
Students without Disabilities	87	1054	68947	99	100	100	476	490	504	11	6	4	36	46	34	53	48	61	NA	0	1
Limited English Proficient Students	20	155	10362	100	100	97	421	435	438	25	22	22	60	65	57	15	14	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	71	659	37626	99	100	98	462	478	479	17	9	10	38	51	45	45	40	45	NA	0	0
Non-Economically Disadvantaged	25	543	41985	100	100	100	501	489	511	4	7	4	32	43	30	64	50	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	1172	79327	100	98	98	488	506	518	38	24	19	24	21	20	31	44	46	7	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	557	38961	100	98	98	487	506	520	37	22	16	24	24	20	34	44	48	5	10	16
Male	57	615	40295	100	98	97	488	506	516	39	26	21	25	19	19	28	44	44	9	12	16
African American	16	131	4247	100	96	98	476	487	499	44	38	27	31	24	24	19	31	41	6	6	8
Hispanic	87	694	32327	100	98	98	484	499	499	39	26	27	25	24	25	32	43	41	3	7	8
Asian/Pacific Islander	NC	16	1939	NC	100	99	NC	527	556	NC	6	6	NC	19	10	NC	56	47	NC	19	36
American Indian/Alaskan Native	NC	14	4391	NC	100	96	NC	492	489	NC	43	32	NC	7	27	NC	43	36	NC	7	4
White	13	317	36373	100	99	98	516	528	538	23	15	10	15	14	14	38	50	52	23	21	25
Students with Disabilities	13	130	9321	100	90	87	447	450	467	92	75	54	NA	12	22	8	12	21	NA	1	3
Students without Disabilities	106	1042	70006	100	99	100	493	513	524	31	18	14	27	22	19	34	48	49	8	12	18
Limited English Proficient Students	25	148	9431	100	96	95	454	463	466	72	57	53	12	26	27	16	16	18	NA	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	91	629	37097	100	98	97	485	495	498	40	29	27	24	24	25	31	41	41	5	6	7
Non-Economically Disadvantaged	28	543	42230	100	99	99	497	520	535	32	18	11	25	18	15	32	47	50	11	17	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	1180	79501	100	99	98	471	485	497	15	12	10	47	33	25	37	53	60	1	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	557	39062	100	98	99	470	489	502	16	10	8	47	30	23	35	57	64	2	3	5
Male	57	623	40368	100	100	98	473	481	491	14	14	13	47	36	27	39	49	57	NA	1	3
African American	16	135	4279	100	99	99	469	475	485	13	16	14	56	40	30	31	43	54	NA	1	2
Hispanic	87	697	32389	100	98	98	467	478	478	15	13	16	51	37	34	34	48	48	NA	1	1
Asian/Pacific Islander	NC	16	1936	NC	100	99	NC	505	519	NC	NA	3	NC	19	14	NC	75	73	NC	6	9
American Indian/Alaskan Native	NC	14	4401	NC	100	96	NC	465	473	NC	29	17	NC	50	40	NC	21	43	NC	NA	1
White	13	318	36446	100	100	99	492	504	516	15	7	4	23	21	15	62	69	73	NA	4	7
Students with Disabilities	13	136	9411	100	94	88	438	435	453	38	49	36	62	40	36	NA	11	26	NA	NA	1
Students without Disabilities	106	1044	70090	100	100	100	475	491	502	12	7	7	45	32	24	42	59	65	1	2	5
Limited English Proficient Students	25	148	9401	100	96	94	436	439	443	36	40	40	64	53	46	NA	7	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	91	635	37183	100	99	97	467	475	479	15	16	16	52	39	34	33	45	49	NA	1	1
Non-Economically Disadvantaged	28	545	42318	100	99	99	484	496	513	14	7	5	32	26	17	50	63	70	4	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	1186	80000	100	99	99	539	550	564	5	3	3	15	15	11	74	73	75	6	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	565	39288	100	100	99	545	564	579	5	2	2	13	10	6	76	75	77	6	13	16
Male	57	621	40644	100	99	98	532	537	549	5	3	4	18	20	15	72	72	74	5	5	7
African American	16	136	4307	100	100	99	517	543	551	6	4	4	19	15	13	75	74	75	NA	7	7
Hispanic	87	702	32672	100	99	99	537	546	548	6	3	4	15	17	14	75	74	76	5	6	6
Asian/Pacific Islander	NC	16	1945	NC	100	99	NC	544	592	NC	6	1	NC	NA	4	NC	88	69	NC	6	25
American Indian/Alaskan Native	NC	13	4424	NC	93	97	NC	569	549	NC	NA	3	NC	23	14	NC	62	77	NC	15	5
White	13	319	36602	100	100	99	555	560	579	NA	2	2	15	13	7	77	72	75	8	13	16
Students with Disabilities	13	143	9919	100	99	93	502	480	505	NA	10	9	54	49	35	46	38	54	NA	2	2
Students without Disabilities	106	1043	70081	100	99	100	543	559	571	6	2	2	10	11	7	77	78	79	7	9	12
Limited English Proficient Students	25	153	9571	100	99	96	482	492	502	12	10	10	40	37	29	48	52	60	NA	1	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	91	640	37534	100	99	98	536	543	547	5	3	4	15	17	15	75	75	76	4	5	5
Non-Economically Disadvantaged	28	546	42466	100	99	100	549	558	578	4	2	2	14	13	7	71	72	75	11	12	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1151	78546	100	99	97	524	540	543	19	14	15	28	20	18	48	54	52	4	12	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	567	38645	100	100	98	521	544	545	16	12	13	38	19	18	42	56	54	4	13	15
Male	43	584	39792	100	98	97	528	537	542	23	17	17	16	21	17	56	52	50	5	11	15
African American	11	116	4205	100	98	97	515	528	524	18	16	22	36	28	22	45	53	49	NA	4	7
Hispanic	74	685	31177	100	99	97	525	535	524	20	17	22	27	21	23	47	52	48	5	10	7
Asian/Pacific Islander	--	24	1940	--	100	99	--	559	580	--	8	5	--	8	9	--	58	53	--	25	33
American Indian/Alaskan Native	NC	14	4689	NC	93	95	NC	526	515	NC	21	28	NC	NA	25	NC	79	43	NC	NA	4
White	NC	312	36450	NC	99	97	NC	557	563	NC	8	7	NC	16	12	NC	57	57	NC	19	23
Students with Disabilities	NC	122	8093	NC	95	82	NC	489	489	NC	44	50	NC	35	24	NC	20	23	NC	NA	2
Students without Disabilities	85	1029	70453	100	100	100	529	546	549	14	11	11	28	18	17	53	58	56	5	13	16
Limited English Proficient Students	22	146	9323	92	97	94	489	494	491	59	42	47	18	30	28	23	27	24	NA	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	70	622	34694	100	98	96	525	533	524	20	15	23	27	23	23	47	52	48	6	9	7
Non-Economically Disadvantaged	23	529	43852	100	100	99	522	549	559	17	13	10	30	15	13	52	57	56	NA	15	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	1152	79045	100	99	98	494	505	512	18	11	10	25	27	25	55	59	58	2	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	569	38860	100	100	98	501	513	519	10	9	7	28	21	22	58	65	62	4	5	8
Male	43	583	40075	100	98	97	485	498	505	28	13	12	21	33	28	51	52	54	NA	3	6
African American	11	115	4250	100	97	98	497	500	500	9	12	12	36	26	31	55	60	54	NA	2	3
Hispanic	74	686	31314	100	100	98	493	498	493	19	14	16	26	30	34	53	53	48	3	2	2
Asian/Pacific Islander	--	24	1949	--	100	99	--	528	536	--	4	4	--	21	15	--	63	66	--	13	15
American Indian/Alaskan Native	NC	14	4719	NC	93	96	NC	495	489	NC	14	15	NC	21	39	NC	64	45	NC	NA	2
White	NC	313	36730	NC	99	98	NC	523	532	NC	4	4	NC	21	16	NC	69	68	NC	6	12
Students with Disabilities	NC	123	8552	NC	95	87	NC	456	463	NC	38	35	NC	43	40	NC	19	23	NC	NA	1
Students without Disabilities	85	1029	70493	100	100	100	499	511	517	14	7	7	24	25	24	60	63	62	2	4	8
Limited English Proficient Students	22	146	9355	92	97	95	456	457	456	50	36	37	36	49	48	14	15	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	70	623	34922	100	98	96	493	497	493	19	13	15	27	32	34	51	53	48	3	2	3
Non-Economically Disadvantaged	23	529	44123	100	100	99	497	515	527	17	8	6	17	22	18	65	65	66	NA	5	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	1151	79657	99	99	99	548	567	566	7	3	3	10	9	8	84	86	87	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	568	39120	100	100	99	565	582	580	4	2	2	4	4	4	92	91	92	NA	3	2
Male	42	583	40423	98	98	98	526	552	553	10	4	5	17	14	12	74	82	83	NA	1	1
African American	11	115	4290	100	97	99	565	564	560	NA	3	4	9	10	9	91	88	86	NA	NA	1
Hispanic	73	686	31642	99	100	99	546	561	552	7	4	5	10	10	11	84	85	84	NA	1	0
Asian/Pacific Islander	--	23	1948	--	96	99	--	588	589	--	NA	1	--	NA	3	--	100	91	--	NA	4
American Indian/Alaskan Native	NC	14	4760	NC	93	97	NC	562	547	NC	NA	5	NC	14	14	NC	86	81	NC	NA	0
White	NC	313	36929	NC	99	99	NC	581	579	NC	1	2	NC	7	5	NC	88	91	NC	4	2
Students with Disabilities	NC	128	9069	NC	99	92	NC	511	508	NC	14	11	NC	30	30	NC	56	58	NC	NA	1
Students without Disabilities	84	1023	70588	99	99	100	555	573	573	5	1	2	10	7	5	86	90	91	NA	2	1
Limited English Proficient Students	22	146	9521	92	97	96	485	512	507	23	12	13	23	27	24	55	61	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	70	622	35341	100	98	97	545	560	551	7	4	5	7	10	12	86	86	83	NA	1	0
Non-Economically Disadvantaged	22	529	44316	96	100	100	556	575	578	5	2	2	18	8	5	77	87	90	NA	3	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	1150	78400	100	99	97	544	548	554	24	22	21	20	21	19	52	49	47	4	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	561	38686	100	99	98	544	549	554	25	20	20	23	22	20	48	50	49	5	8	12
Male	52	589	39636	100	99	96	543	547	554	23	23	23	17	20	18	56	48	46	4	9	13
African American	15	133	4193	100	100	97	526	536	533	27	28	32	40	27	23	33	38	40	NA	7	5
Hispanic	69	680	30732	99	99	97	546	542	534	23	25	31	14	24	24	57	46	40	6	6	5
Asian/Pacific Islander	NC	27	1827	NC	93	99	NC	578	594	NC	7	8	NC	11	12	NC	63	49	NC	19	31
American Indian/Alaskan Native	--	NC	4536	--	NC	95	--	NC	528	--	NC	35	--	NC	25	--	NC	37	--	NC	4
White	10	301	37038	100	99	97	NA	567	575	NA	14	11	NA	13	14	NA	58	56	NA	14	19
Students with Disabilities	NC	105	7840	NC	96	81	NC	494	498	NC	58	60	NC	26	18	NC	16	20	NC	NA	2
Students without Disabilities	87	1045	70560	100	99	99	549	553	560	21	18	17	20	21	19	55	52	50	5	9	14
Limited English Proficient Students	14	130	8956	100	98	95	505	500	502	50	53	56	21	30	25	29	17	18	NA	NA	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	63	569	33014	100	99	95	542	540	534	25	25	31	16	23	24	56	45	40	3	6	5
Non-Economically Disadvantaged	33	581	45386	100	99	99	546	556	569	21	18	15	27	19	15	45	52	52	6	10	18

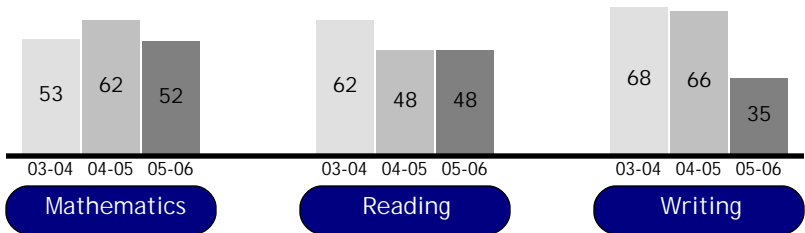
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	1153	79179	100	99	98	514	511	519	7	11	11	29	33	27	63	54	58	1	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	563	38974	100	99	99	516	517	524	9	9	8	27	30	25	64	58	61	NA	3	5
Male	52	590	40124	100	99	97	513	506	513	6	13	13	31	36	28	62	50	54	2	1	4
African American	15	132	4243	100	100	98	505	510	506	7	11	14	33	30	32	60	56	51	NA	2	3
Hispanic	69	682	30987	99	99	98	515	503	498	9	14	17	28	36	36	62	49	45	1	1	1
Asian/Pacific Islander	NC	27	1832	NC	93	99	NC	524	543	NC	NA	4	NC	33	17	NC	63	69	NC	4	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	10	303	37467	100	99	98	NA	529	539	NA	6	5	NA	26	17	NA	63	70	NA	5	8
Students with Disabilities	NC	106	8567	NC	97	88	NC	465	467	NC	34	39	NC	48	38	NC	18	22	NC	NA	1
Students without Disabilities	87	1047	70612	100	100	99	519	515	524	5	9	7	28	32	25	67	57	62	1	2	5
Limited English Proficient Students	14	131	9013	100	98	95	469	460	461	29	44	40	57	48	48	14	8	12	NA	NA	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	63	569	33345	100	99	96	513	503	499	10	14	17	27	36	36	62	48	46	2	2	1
Non-Economically Disadvantaged	33	584	45834	100	99	99	516	519	533	3	8	7	33	30	19	64	59	67	NA	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	1154	79734	100	99	99	539	561	554	3	2	3	29	16	19	68	82	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	563	39243	100	99	99	555	574	568	2	1	2	18	9	12	80	89	85	NA	1	1
Male	52	591	40413	100	100	98	525	548	541	4	3	4	38	23	26	58	75	70	NA	0	0
African American	15	133	4285	100	100	99	525	559	548	NA	1	3	40	18	22	60	80	74	NA	1	0
Hispanic	69	683	31254	99	99	99	541	553	539	4	2	5	28	19	25	68	79	70	NA	NA	0
Asian/Pacific Islander	NC	27	1837	NC	93	99	NC	581	579	NC	NA	1	NC	15	9	NC	85	87	NC	NA	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	10	302	37668	100	99	99	NA	579	569	NA	1	1	NA	9	13	NA	89	85	NA	1	1
Students with Disabilities	NC	108	8943	NC	99	92	NC	507	495	NC	4	11	NC	56	51	NC	40	38	NC	NA	1
Students without Disabilities	87	1046	70791	100	100	100	542	565	561	3	2	2	24	12	15	72	86	83	NA	0	0
Limited English Proficient Students	14	131	9138	100	98	97	463	495	492	21	13	13	64	44	46	14	44	40	NA	NA	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	63	571	33718	100	100	97	539	551	538	3	2	5	29	20	26	68	77	69	NA	NA	0
Non-Economically Disadvantaged	33	583	46016	100	99	100	540	570	567	3	1	2	30	12	14	67	86	84	NA	1	1

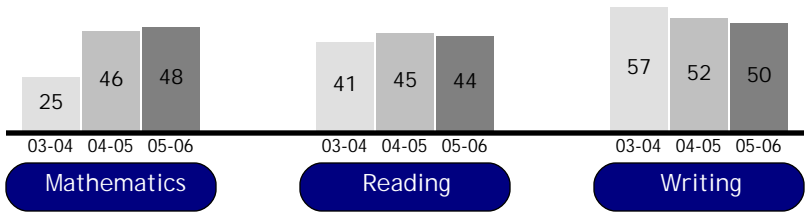
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

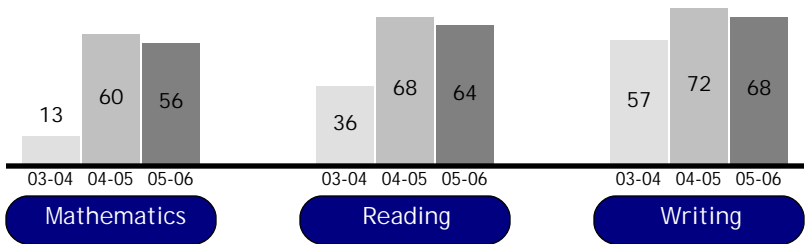
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	36	NA	58	99	41	42	47	100	28	39	46
	Language	100	22	37	50	99	40	40	47	100	28	41	48
	Mathematics	100	45	54	64	100	44	47	50	100	37	46	52
3	Reading	100	35	NA	55	100	34	41	44	99	34	39	46
	Language	100	41	58	61	100	38	42	44	99	30	41	46
	Mathematics	100	38	55	61	100	45	47	51	99	37	44	52
4	Reading	99	37	NA	56	99	37	46	48	100	37	46	52
	Language	99	34	47	52	99	37	46	49	100	43	48	52
	Mathematics	99	40	56	61	99	40	49	53	100	44	54	58
5	Reading	98	37	NA	55	100	38	45	50	100	34	48	56
	Language	100	37	44	49	100	40	47	50	100	32	46	54
	Mathematics	99	47	57	63	100	37	45	49	100	32	44	52
6	Reading	96	39	NA	56	100	45	48	51	100	39	48	56
	Language	100	29	42	48	100	39	44	47	100	35	43	50
	Mathematics	100	39	60	66	100	41	49	52	100	37	50	58
7	Reading	100	48	NA	54	100	51	47	50	100	43	50	54
	Language	100	56	53	58	100	51	50	52	100	48	56	58
	Mathematics	99	42	53	62	100	45	48	50	100	41	50	54
8	Reading	100	41	NA	55	100	50	50	51	100	58	54	58
	Language	100	35	51	52	100	50	49	50	100	54	52	56
	Mathematics	100	41	56	61	100	45	50	53	100	46	54	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Pendergast Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü School Safety Issues
- ü School Improvement Planning
- ü Parent Satisfaction Survey Data

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	10.50	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	2	0	0
4 to 6 years	10	3	0	0
7 to 9 years	2	2	0	0
10 or more years	7	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	90
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Labs
- ü Media Center
- ü Multiple Computers in Classrooms
- ü Technology focused classrooms

Extracurricular Activities

- ü Student Council
- ü Yearbook
- ü National Junior Honor Society
- ü Basketball/Volleyball(Girls/Boys)
- ü Chess Club
- ü Afterschool Programs for Tutoring
- ü Afterschool Enrichment 4-6 grade
- ü LEAP (Language Enrichment at Pendergast)

Social Services

- ü Breakfast Program
- ü Lunch Program
- ü Clothing/Food Banks
- ü After School Program - Day Care
- ü After School Tutoring
- ü On site counselor / social worker
- ü After School Program 4-8 Grades
- ü Fulltime nurse / health office

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Eighth grade students scored above the state and district average in reading and math on the 2005 AIMS.
The entire school has raised the number of students who read at or above grade level by 25% since 2002.
- ü The National Junior Honor Society is in it's fifth year! Each year the chapter encouraged participation with great enthusiasm and this year again we have a great number of students participating in the program of leadership, citizenship, and service.
- ü Pendergast School is a MAC-Ro School. Students in 2nd, 3rd, and 4th grade participate in a special math club funded by the Rodel Foundation. These students work on standards based enrichment materials for special prizes.
- ü Pendergast is a 'Reading First' School. All K-3 teachers have received additional training in the teaching of reading. K-3 classes have been recognized for the tremendous progress in reading as measured on the DIBELS Assessment.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students learn to be responsible for their actions and treat each other in a positive way through the use of the Pendergast Cares. Focus is placed on positive actions and responsible behavior in every area of life. Students model good choices throughout the day. We implemented the Character Counts Program which reinforces with students that "a person of character is trustworthy, treats people with respect, is responsible, is fair, is caring, and is a good citizen."

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

9

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Brenda J. Martin	(623) 772-2400
Transportation Policy	Dean Humphrey	(623) 772-2275
Community Resources	Patty Fink	(623) 772-2400
School Nutrition Programs	David Carochi	(623) 772-2270
Parent Organization	Office	(623) 772-2400
Student Health/Nurse	Susan Griep	(623) 772-2400

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.